Parked issues

1. Costs/finance-Presented by L. Crouch
2. Tech-Presented by L. Crouch
3. ECD-Presented by S. Schafer
Costs
Thoughts about Costs

- Issue in sustainability is only partly cost; more concerning is **fidelity of quality**
- Differentiate between fixed and running costs
- Lower the running costs
- What can you sacrifice?
  - Color illustrations in the books? Paper stock?
  - Use cheapest sourcing or stimulate local printing industry? Printing vs publishing?
  - Length of training?
  - Training rates?
  - Book ratios, replenishment schedules?
- Pilot to Scale-up – keep **only** what drove gains
Thoughts about Costs 2

- Costs compared to what?
- What is your country spending on education?
- High quality spending
- What inflates costs?
  - Using outside people rather than tuning the existing system to reading
  - Fanciness
  - Length of training, remember adult learners
Essential Elements

• Student Books (as inexpensive as consistent with good pedagogy and research; kids may need less color than adults think)
• Lesson plans – not teaching aids
• Ongoing training
• Classroom Observation/Assessment
Tech
Technology: buyer beware

EVALUATE, EVALUATE, EVALUATE

• In terms of student outcomes (not just whether teachers like it)

• Tech companies may not want you to evaluate
• They mostly want to SELL
• This is true whether big or small, profit or non-profit: they mostly want to sell
• So, evaluation is a hassle but must be done

• Conclusion: It is ok to buy, but only if it works to improve student outcomes
• I have seen little or no convincing evidence yet
• But let’s keep listening
ECD
• GPE Strategic Objective is “Early Years”
• Strat Objective:
  – Early grade reading
  – Early grade math
  – ECD with meaningful content AND targeted to the marginalized

  Already universal
Early Childhood Care and Development/Education (ECCD/E)

A rationale for considering ECCE as an essential part of Action Planning towards All Children Reading
What is Early Childhood Care and Education/Development?

- “Early childhood” encompasses from birth to eight years of age.

- As an outcome, ECCD defines a child’s status as being “physically healthy, mentally alert, emotionally sound, socially competent and ready to learn”. (UNICEF)

- As a process, ECCD covers the period from pregnancy through the transition from home or ECCD programmes into primary school – and to successful early learning/reading.
Early Childhood Care and Education in Asia

According to recent data, the **GER for pre-school** is:

- 52% for Southeast/East Asia and the Pacific (near 50% in the Philippines, 70% in Malaysia, over 90% in Thailand and Vietnam)
- 47% for South/West Asia (near 50% for Pakistan and India) – a 22 percentage point increase from 2000-2009

**New entrants to primary school with “ECCE experience”**
- Philippines (70%), Indonesia (48%), Nepal (35%), Cambodia (20%)

Some countries (Vietnam, Thailand, the Philippines) consider pre-school as the first level of universal, compulsory basic education and are focusing on reaching the most disadvantaged.
Why Plan for/Invest in ECCD?

• Early childhood is the most important developmental phase in the human lifespan.

• Preventive early interventions yield higher returns compared to later remedial services.

• ECCD interventions have sustainable, long-term effects on the development of human capital, social cohesion, and economic success.

• The most disadvantaged children experience the most dramatic gains from ECCD programmes – but are least likely to be enrolled.
Key Arguments for ECCE Investments

Education: Early learning leads to later learning and early success, to later success.

Good quality ECCE results in:

- **cost-savings and increased efficiency in primary education**: higher attendance and achievement, lower repetition and drop-out rates, less remedial and special education

- **children who are ready for school and for reading** with early/emergent/pre-literacy skills (letter names and sounds, phonemic awareness, vocabulary)
ECCE and All Children Reading

Given the current prevalence and future expansion of ECCE programmes (non-urban, non-elite and often to more and more disadvantaged groups and regions), it is important to ensure that they:

• provide children with developmentally appropriate pre-literacy skills
• develop a reading curriculum which is linked seamlessly to that of primary schools - and therefore
• become an integral part of All Children Reading programmes.